



Spring 2003

The Regional English Language Office for North Africa

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## RELO, ENGLISH TEACHING FELLOW AND AMIDEAST TRAIN 40 TEACHERS

The English Teaching Fellow, Amideast and the Institut Supérieur de Gestion (Business Institute) participated in a business English workshop January 25 at Amideast. The conference was organized by English Language Fellow Ingrid Bowman and counterparts at Amideast and supported by the Public Affairs Section

of the US Embassy and the Regional English Language Office. The conference aimed to create communities of practice in Tunisia by bringing together teachers from different institutions who have common goals and challenges. RELO Rebecca Smoak delivered the keynote address.

## Editorial



RELO Officer  
Rebecca Barr Smoak

The only thing certain in life is change. Dr. Bridget Gersten, former RELO for North Africa and the Gulf, is moving on to Moscow. The American Center has moved to the New Embassy Complex in Tunis. The RELO Tunis region is now Tunisia, Algeria and Morocco. There is a new RELO assistant, Mr. Faouzi Chaouch. My life, too, has been full of changes.

For the past six years I was in Dubai at Dubai Men's College, first as a member of the English Faculty, then as Supervisor of Student Services and College Registrar. Then in May my husband and I went to Washington where I began my training to take up the position of RELO Tunis.

In coming to North Africa I feel that I'm completing a long journey I started back in 1976. At that time I was

a Peace Corps volunteer teaching English in a secondary school in Casablanca. It was the beginning of my career in ESL. Since then I've been involved with ESL and ESP teaching, materials and curriculum development and program administration in the US, Greece, Egypt and the United Arab Emirates. I am delighted to be here. I am honored to have the opportunity to work with so many professional, highly motivated educators and am looking forward to meeting you all.

As educators in the 21st century we face many challenges. How do we motivate the TV and computer generation students in classrooms equipped only with chalkboards? How do we make effective use of the new technologies in our teaching? How can we make the most of the limited time we have in computer labs and on the Internet? How can we prepare our students for the challenges they will face in their careers and in their lives? How do we produce curious, self-motivated life-long learners?

During my time here in North Africa I hope to explore these issues with many of you. Please let us know what your needs are, what your challenges are and what your solutions are. We are looking forward to working with all of you.

## RELO AND ENGLISH TEACHING FELLOW GIVE WORKSHOPS FOR FUTURE TEACHERS IN SFAX AND GABES

RELO Rebecca Smoak and English Language Fellow Ingrid Bowman gave workshops February 6, 7 and 8 for third and fourth year students at the Faculty of Letters in Sfax and at the Gabes Higher Institute of Languages.

Ms. Smoak introduced the students to Bloom's learning theory and to the kinds of skills students will need in order to be successful employees after leaving school. Ms. Bowman showed how project work can help develop these skills (e.g. problem-solving, teamwork, creative thinking) and took the students through the development of a sample project.

## ENGLISH TEACHING FELLOW ON THE AIR

Nationwide Radio Tunis "English Hour" hosted English Language Fellow Ingrid Bowman on January 22. Bowman focused on English Language learning opportunities on the Internet. The show featured listener call-ins and a contest with a prize of an internet training session with Ms Bowman. Judging from the calls the program was extremely popular and Ms. Bowman has been asked to return for more programs. This is part of an effort supported by PAO and RELO to use the Radio Tunis English Hour to reach out to Tunisian audiences. The aim is to encourage more interactive programming and to keep our programs, values, and message in the public arena.

## SPECIAL RELO HIGHLIGHTS FROM MOROCCO

January 14 -15 English Departments at Ben Msick Faculty of Letters (Casablanca) and Chouaib Doukkali University (El Jadida) asked for RELO Smoak's input on designing their new curricula. In a move towards de-centralization each university is to develop an American style curriculum suited to the students in that particular area of the country. These new curricula must include work preparation modules designed to help the graduates find employment. RELO Smoak presented ways to build bridges between the universities and local business and industry and to identify the employability skills graduate need. RELO Smoak will continue to meet with these and other English departments to design the work preparation modules.

January 13,14, 15, 17, 19 A total of 375 secondary school teachers, inspectors and teacher trainees participated in workshops given by RELO Smoak on Alternative Assessment (linking assessment to skills required by employers) and Teaching and Learning Styles (understanding our own style and catering to individual student learning styles). Workshops were held in Taounate, Sefrou, El Jadida, sites not heavily visited by foreign specialists, as well as, Casablanca and Rabat. RELO Smoak also met with Mr. Mohammed Karbach, director of curricula and training in the Ministry of Education regarding the development of a new curriculum for the public business schools run by the Ministry of National Education and Youth.

## TESOL ARABIA 9TH CONFERENCE

### “ENGLISH LANGUAGE TEACHING IN THE IT AGE”

Dubai 12th/14th March: A Valuable Opportunity of explore and learn.

By Soufiane Trabelsi

Institut Supérieur de Commerce, Sfax

The three-day conference hosted 12 famous featured speakers and 140 presenters. The plenary speeches and presentations tackled issues related to ELT of all kinds (applied linguistics, curriculum, skills, research, teacher development, program evaluation, ESP, and EAP). Those who might be interested can log on to the TESOL Arabia website to learn more about the presentations and profiles of the presenters. All the presenters kindly expressed their willingness to receive audience feedback and make documents from the conference available for downloading.

The majority of participants commented on how presenters at TESOL ARABIA were concrete and practical in dealing with themes related to ELT in the information technology age. Indeed, the very nature of the conference topics made it essential to illustrate through real and authentic examples the thrust of the matter.

Among the sessions that I attended were the following: First, there was a plenary speech given by David Nunan on “Adding Value to the ELT Curriculum Through IT”. It was very interesting as we discussed topics like the use of IT for course management, the employment of chat rooms for online instruction, as well as the use of web-based electronic portfolios for student assessment. A concrete project designed by a student in Hong Kong was also demonstrated and discussed. Second, Rebecca Oxford’s speech on “Language Learning Strategies and Styles” was very impressive in the sense that educators and researchers were able to distinguish between styles and strategies. Oxford showed us how to help students understand and optimize their learning styles and strategies through some hands-on activities. The third plenary speech I witnessed was that of Michael Lewis, called “I See what You Mean-A new Approach to Texts” where we were shown how to deal with new vocabulary items within texts using particular strategies that do



*Soufiane with David Nunan*

not neglect the importance of grammar.

I also attended several presentations. Although this context is not appropriate for reporting on all of them, I would like to highlight the one which drew my attention most. It was presented by Joseph Williams and Maria Borger, entitled “No Problem: Collaboration in Problem-Based Learning”. This presentation perfectly demonstrated a two-tiered workshop, including a discussion about how to collaborate with faculty members outside of the EFL department. The other part explored examples of successful problem-based projects that emphasised collaboration, especially with Math and Science faculty. The point here was that EFL/ESP instructors can collaborate on subject matter with instructors within the same institution. Other sessions and presentations were also of great interest and concern to everybody who attended.

tions were also of great interest and concern to everybody who attended.

It is highly recommended, especially for language instructors, to become members of organizations like TESOL Arabia in order to voice their concerns and preoccupations, thus sharing them publicly with colleagues from other exotic contexts. Thanks to such meetings, we instructors can exchange views and ideas pertaining to teaching and pedagogy. It encourages us to contribute and produce, instead of just staying mere recipients of information.

Finally, I would like to let my colleagues within the community of English in Tunisia know that they can receive financial grants, if they propose a paper to a conference. I really advise all colleagues to become members of TESOL Arabia and not miss the advantages offered by the annual conference, such as flights, accommodation and registration fees. To conclude, I express my thanks to the administration of ESC Sfax (Higher Business School of Sfax) for subsidizing my attendance of this recent TESOL Arabia conference and their encouragement to English instructors so that this will become a habit for others.

## USING THE CONSULTANCY APPROACH TO TEACHER DEVELOPMENT

Ingrid K. Bowman



*“Learning means reconceptualizing and dealing with change, not necessarily improving.”*

Donald Freeman’s advice at my orientation session repeatedly resonates as I approach the midway point of my 10-month post as a Senior English Language Fellow (ELF) in Tunisia.

The English Department of my host institution, Institut Supérieur de Gestion (ISG), aims to offer an English for Specific Purposes (ESP) curriculum for a 4-level program to over 2000 university students. I was sent on this teacher development project to facilitate curriculum and materials development. However, though I quickly discovered that no one was entirely clear on what they wanted to do, I knew it was not up to me to decide.

### INITIAL OBSERVATIONS

Large, continuously growing, multi-level classes at ISG mean that significant numbers of strong and weak students are left to fend for themselves, while English instructors struggle to teach to the middle ground. Meetings, workshops and class observations with the 11-member faculty revealed they felt overwhelmed and under-recognized for continuous professional efforts undertaken on their own time, and without compensation. For example, several of them had conceived and published a beginner level textbook, and participated in professional development conferences. Some instructors are new to the profession and dealing with their first teaching experience. On the other hand, a few of the school’s administrators claim these teachers, who were trained to teach in secondary schools, lack tertiary-level content knowledge and a professional approach to business English. In our first meeting, the Dean urged me to conduct workshops on business topics with the English faculty, and train them in computer skills. I am also aware that not only the faculty and Dean’s needs will be decisive in change, but also the perceptions of key players such as other departments at ISG,

the Ministry of Higher Education, and the students themselves.

### THE CONSULTANCY APPROACH

In my work to bridge the various demands being placed on these hardworking English teachers, I’m inspired by the Consultancy Approach to teacher development (Lisa Harshbarger, *The Consultancy Approach. Toward More Effective EFL In-service Teacher Training*. TESOL 1997). It enables us to work together using the teachers’ own assumptions and beliefs about teaching. However, additionally, I see this approach as a valuable skill that ESP or business English teachers, in particular, can model to their classrooms of young business experts.

### HOW DO I APPLY

#### THE CONSULTANCY APPROACH?

First and foremost, I view all the key players as my **clients**. While some instructors come to my training sessions looking for new ideas or reform of their teaching, others are participating to get together with colleagues or practice their English. A few are even willing to reflect on their teaching practices. Since I cannot lump all of these people together, I **listen to them** and try my best to facilitate a dialogue in which they hear each other, instead of trying to “teach” them about what I think is “lacking.” This doesn’t mean I don’t have clear suggestions to contribute, but my ideas are **marketed** to the instructors, as a product might be marketed to potential clients. At the end of the day, I accept that it is the client’s decision as to whether, how or when she will apply it.

For example, when I arrived, the instructors explained that the large classes and lack of available computer labs made it impossible to use the Internet or CALL activities in their English curriculum. They complained that no offices with computers had been made available to them, and felt hesitant to suggest computer-related assignments in their classes for fear of the students knowing more than they do. Initially, to meet the Dean’s request to conduct workshops including computer assisted language learning, I secured a lab with eight stations. The teachers were enthusiastic to watch demonstrations, but continued to be reticent about exploring email, using MS Word and PowerPoint, or visiting ESL/EFL web sites on their own. I asked myself, *‘What would make these clients more inclined to use my service?’* To switch to a

safer and more personalized approach, I secured a small space from the Dean in the school's computer center to create a heated, teachers' work lounge with a coffee/tea maker, authentic materials and modest lending library.

Since the English department is the only group at ISG which is not recognized administratively as a department, and has never had a space to call its own, they suffer from an image as 'second-class instructors.' (It is considered a sub-unit of the Marketing Department, so none of them have desks, offices, or even a hook to hang their jackets!) Thanks to a generous donation of the Public Affairs Section of the US Embassy, we quickly added a few lounge chairs, desks, a computer, printer, and book donations in hopes that these teachers will be able to keep this faculty workroom after I leave, and pursue their exploration of teaching together. It has become a very popular spot, and even the Dean exclaimed that it was "warm and cozy."

Interestingly, my new one-on-one approach to computer literacy, using the newly donated computer for small tutorials, has proven more effective than fighting for group time in the university computer lab. I've discovered that teachers new to technology respond well to "private lessons" in which I make myself available and tailor the pace to each individual. Some are still working on basic mouse skills, yet several have begun experimenting with tools like the overhead projector, using PowerPoint to practice oral presentation skills or present material in class. All of the teachers are now using email to communicate with me about their needs.

#### A LITTLE COMMUNICATION GOES A LONG WAY

The wealth of excellent Internet sites can be overwhelming to beginners, so I love using this free web board (<http://www.nicenet.org>) for teachers or students to start communicating and gain confidence in basic Internet functions. Members of a class or group (in this case, the faculty members) are given passwords to our own discussion site where we can post our meeting schedule, share documents, send email, participate in discussions, and organize useful Internet links. It took about 90 minutes for teachers to sign up and learn to use it. After three months of ongoing practice, all the teachers now seem comfortable using the web board with each other. Next semester I hope some of them will use it with a class.

#### CURRICULUM DEVELOPMENT AND THE CONSULTANCY APPROACH

New lessons in reconceptualizing were revealed when I started applying the consultancy approach to our curriculum development project. I began by asking

myself, *'How can I best support my clients in updating the ESP curriculum while addressing both student demands for more interactive classes, and administrative expectations that the English teachers be more professional?'* My approach was to create several workshops dealing with new and seasoned teachers' most pressing concerns with the current curriculum. However, after our second session together, it became obvious that my "clients" were not ready to examine the curriculum from an abstract or reflective perspective. Instead, they wanted to utilize this precious time between semesters to work as a whole group and restructure the four levels as quickly as possible.

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**“Creating a faculty web site of achievements, inviting administrators to visit our classes, setting up professional networking opportunities, and publishing articles about the process of change we are undergoing are just a few of the projects some ISG teachers have expressed an interest in.”**

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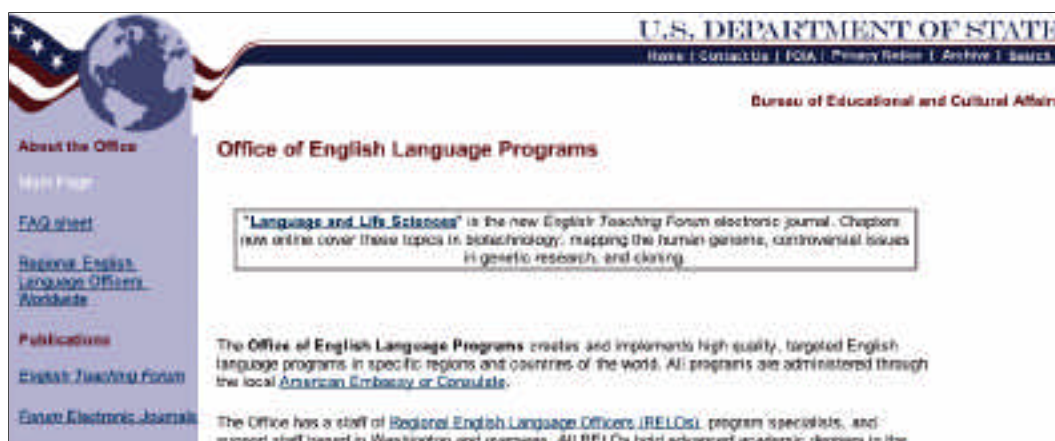
Much of the material I had planned to discuss had to be shelved, but picking up on the enthusiasm to roll up their sleeves and pull the curriculum apart has generated a constructive process in which the teachers are directing the flow. This should guarantee a more steady momentum in the months ahead, as we determine the curriculum changes in level-specific teams to successfully reach the implementation stage.

#### PROFESSIONAL SKILLS AND SELLING OURSELVES

As a consultant and advocate for these teachers, I have the flexibility to remind them not only of the ways they can market new ideas to the students, but the equal importance of marketing themselves. This is a culturally sensitive topic in Tunisia, giving rise to responses such as, *"We shouldn't have to brag about the things we are doing in the classroom."* or *"Is using all these new skills really necessary? I'm a teacher, not a business professional."* These are valid questions, but I believe the professional skills our business students focus on are excellent examples for us, as well. Creating a faculty web site of achievements, inviting administrators to visit our classes, setting up professional networking opportunities, and publishing articles about the process of change we are undergoing are just a few of the projects some ISG teachers have expressed an interest in.

Our work together over the past five months has left me with many new questions. As I discover that the consultancy approach is just as messy as, say, process writing, I understand its value in guiding our learning through reconceptualizing. The second half of my tenure will address issues such as, *"How can I inspire administrators to recognize the extraordinary efforts of these English teachers?"* and *"How to establish a mutually supportive peer mentoring system enabling teachers to contribute to their own recognition?"* I am sure that finding the answers will be a challenging and productive experience for all of us.

## ENGLISH TEACHING MATERIALS CATALOG ONLINE



This online catalog provides teachers and students from around the world with information on the publications produced by the U.S. Department of State's Office of English Language Programs. Over 80 titles are produced by the Office of English Language Programs and distributed through U.S. Embassies and Consulates around the world.

The titles in the catalog are categorized by subject and are all annotated. You can find out what titles are available by visiting the ELT materials webpage at <http://exchanges.state.gov/education/engteaching/> then clicking on one of the categories listed on the left of the page—Classroom Activities and Teacher Resources—and then clicking on one of the subject subcategories (for example, American literature and culture). At that time, a list of titles in that subcategory will appear here. Or, to see a list of all the titles the office produces click on "Index of All Titles" and a list of all titles will appear here.

When you have accessed a list of publications and you want to learn more about a specific title, click on the name of the title. A summary and description of the title and a thumbnail image of the book cover will appear here. Click on the book cover, or on the link below it that says "Table of Contents," and the full table of contents for the book will appear on the left. At the same time, an introduction to the book (taken from the print edition) will appear here.

The full text versions of several of our books are now available online. When you access the table of contents for a book, if the full text of the book is online, each entry in the table of contents will be linked to that section of the book. When you click on an entry in the table of contents, that section of the book will appear here. You can navigate through the book simply by clicking on the table of contents on the left. When a book is available online, we will include this icon next to where the title appears in the catalog index.

### Scope and Focus of Materials

The majority of classroom textbooks in this catalog are supplementary in nature, designed to enhance English language lessons. The materials produced by the Office of English Language Programs focus mainly on basic language skills (listening, speaking, reading, and writing), teacher methodology and references, ESP topics, and American literature and culture at the beginning intermediate, and advanced levels.

The topics for the materials were selected on the basis of high interest value and appeal to students and teachers. The lesson units are designed to provide stimulating language practice for classrooms around the world. The wide range of format, content, and level offer language teachers a number of options in selecting materials for their programs.

While most of the titles included in the catalog are self-explanatory, many classroom textbooks listed under American literature and culture are suitable for general, integrated language practice and for American studies courses. Many of these materials are useful for teaching about the diversity that comprises American culture.

The teacher reference and resource materials are designed primarily for use in teacher training, workshops, and professional development. These materials include background readings and "ideas books" replete with practical, useful teaching techniques. Several titles have accompanying audiocassettes and videocassettes. Audiovisual aids like maps and mini-posters are also available.

For customers in Tunisia, several materials can be directly ordered and purchased from the American Center at the new embassy compound in Tunis, Zone Nord-Est des Berges du Lac Nord de Tunis 2045 La Goulette Tunisie, Tel: (216) 71-107-199 Fax: (216) 71-963-263. Orders can also be made by fax or by mail by filling in a specific form and sent to [chaouchf@state.gov](mailto:chaouchf@state.gov). Customers in Morocco and Algeria should contact the Public Affairs Section of their respective US Embassies.

## USING THE INTERNET TO UPGRADE THE ENGLISH SYLLABUS AT ISG

Margareta (Maggie) Alouane

When Ingrid Bowman came to the Institut Supérieur de Gestion in Tunis as a Fulbright Senior English Language Fellow, the members of the English section told her that we needed her assistance in three ways:

- help to train the new "CAPES"\* generation of English teachers at ISG, who had never taught before
- give new motivation to the "seasoned" teachers, who started to feel caught up in routines
- modify our syllabus in a way that would give the students more exposure to English in spite of their very limited class time.

After meetings and discussions between Ingrid and the English teachers we realized that the solution to all those problems could be the Internet.

So the first challenge for us teachers, and for our Senior Fellow, was to make the ISG English teaching faculty computer literate and confident that we would be able to surf the Net one day in the near future. Ingrid has a nice and optimistic personality, but she must have found the task somewhat daunting, in the beginning at least. Out of eleven teachers, only three or four had ever used a computer, and hardly anyone had gone beyond MS Word and e-mail. Very quickly, though, thanks to everybody's determination and Ingrid's small-group computer lessons we are now able to explore and learn from the wealth of material that exists in cyberspace. We use Nicenet's class page for internal communication, setting and turning in assignments, consulting the workshop schedule or interesting links about everything from "teaching business skills" to "online dictionaries" or "ideas for student projects".

In order to reflect on priorities and objectives for our teaching, we met with Ingrid in weekly workshops during all of the first semester, focusing on various themes like interactive speaking activities, business

writing and the Internet, learner-centred teaching and computers. We often had homework to do for the workshops - articles to read or exercises to create. A few members of our group even gave Power Point presentations.

After this general overview of important issues, we recently set to work on our main project: review the existing syllabus to make it more interactive, motivating the students to use English outside of class. The computer will of course be an essential component of this new course. To get a head start we had an intensive "syllabus week", Jan.6 - 10, during which each day started with a whole-group discussion about topics of common interest: action plan, testing, course design, materials development etc. The rest of the four-hour day was devoted to teamwork where each team was responsible for one class level. We now have a clearer idea of what our objectives are for each one of the levels, and it will be easier to choose suitable materials from the overwhelming quantity of resources we have found on the Net. Each level-team has set up a time schedule according to which the course should be finished and ready for use by the end of this academic year. We hope we will be able to make it.

This project takes a large amount of work, time and effort, but it is absolutely fascinating to explore the possibilities that the new technologies can lend to our teaching methods. We are grateful to the American Cultural Center for giving us this wonderful opportunity to learn new ways of improving our competence as teachers, and above all, we thank Ingrid for her competence, patience, generosity and enthusiasm.

\* Certificat d'Aptitude Professionnelle pour l'Enseignement Secondaire

## CONTACT INFORMATION

## HOW TO CONTACT THE RELO OFFICE

For more information or for contributions to the RELO Newsletter, please contact:

RELO Officer Rebecca Barr Smoak at [smoakrb@state.gov](mailto:smoakrb@state.gov)

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Phone : (216) 71 107 199 or (216) 71 107 119 - Fax (216) 963 263

# CALENDAR OF EVENTS

## April 2003

\* 4-6. (Europe and Eurasia) TESOL Spain. 26th National Convention, "Working Together: Building a Network for Teacher Development", Valencia, Spain.

*E-mail dwestall@idm.upv.es.*

*Web site <http://www.tesol-spain.org/seminar2003/index.html>.*

\* 6-10 (Fez / Morocco) MATE Annual conference

\* 10-13. (North America) CATESOL. Conference, "Making Changes, Making a Difference," Pasadena, California. Contact Eleanor Black Eskey, Conference Chair, c/o Educational Foundations & Interdivisional Studies, Charter College of Education, California State University, Los Angeles, California 90032. Tel. 323-343-4330. Fax 323-343-5336.

*E-mail catesol03@hotmail.com. Web site <http://www.catesol.org/>.*

\* 17-18. (Europe and Eurasia) Isik University. 4th International ELT Conference, "One Language, Many Voices: ELT Across Borders," Istanbul, Turkey. Contact Tel. +90 (212) 286 2960. Fax +90 (212) 286 2971.

*Web site <http://www.elte2003.isikun.edu.tr>.*

\* 22-26. (Europe and Eurasia) IATEFL. 37th International Annual IATEFL Conference and Exhibition, Brighton, United Kingdom. Contact Alison Medland at IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT5 2FL, United Kingdom.

*Web site <http://www.iatefl.org>.*

## May 2003

\* 7-10. (North America) University of Alberta and University of Calgary. World CALL 2003 Conference, Banff, Alberta, Canada. *E-mail bgill@ucalgary.ca.*

*Web site <http://www.worldcall.org/>.*

\* 7-10. (North America) WorldCALL 2003. Conference, "Call from the margins," Banff, Alberta, Canada. Contact Chair,

WorldCALL Program Committee, HCMC, University of Victoria, PO Box 3045, VICTORIA, BC, V8W 3P4, Canada.

*E-mail wrldcall@uvic.ca.. Web site <http://www.worldcall.org/>.*

\* 14-17 (Agadir/Morocco) The Fourth Maghrebi ESP conference: Theme:ESP for cross-cultural Communication Contact: Abdelkrim Raddadi *E-mail araddadi@pd.state.gov*

\* 14-16. (Asia and Oceania) Asia CALL 2003, "Information & Communication Technology and Education in Asia," Bangkok, Thailand. Contact Larry Chong.

*E-mail chongld@gyeongju.ac.kr. Web site <http://www.asiacall.org>.*

\* 27-29. (Africa and the Middle East) Damascus University. The Third International TEFL Conference, "Practical Approaches to Cross-Cultural Communication in the Global Classroom." Damascus, Syria. Contact Waddah Al-Khatib, Director, ESP Center, Damascus University, Mezzeh Autostrad, Damascus, Syria. Tel. +963-11-212-0321. Fax. +963-11-212-0164.

\* 29-31. (North America) CARLA/University of Minnesota. "Creating Teacher Community: Third International Conference on Language Teacher Education," Minneapolis, Minnesota. Contact ICLTE, CARLA- University of Minnesota, 619 Heller Hall, 271 19th Avenue South, Minneapolis, Minnesota 55455. Tel. 612-626-8600. Fax 612-624-7514.

*E-mail lteconf@tc.umn.edu.*

*Web site <http://carla.acad.umn.edu/conferences.html>.*

\* 31. (Europe and Eurasia) The Association of the Teachers of English in Lebanon. 6th Annual Conference, "English Across Boundaries," Beirut, Lebanon. Contact Christine Sabieh, csa-bieh@ndu.edu.lb, or Rima Bahous.

*E-mail rbahous@lau.edu.lb. Web site <http://www.atelbanon.com>.*

## June 2003

\* 7. (North America) Ohio TESOL, Kentucky TESOL, Indiana TESOL, and others. First Annual ESL Regional Conference, "ESL for Regular Classroom Teachers: Pre-K-12," Cincinnati, Ohio. Contact Anita Lewis, Hamilton County Educational Services Center, 11083 Hamilton Avenue, Cincinnati, Ohio 45231-1499 USA. Tel. 513-674-4244. Fax 513-742-8875.

*E-mail sdborg@fuse.net. Web site <http://www.hccanet.org/RPDC/>.*

\* 24-28. (Asia and Oceania) The Language Centre, Hong Kong University of Science and Technology. International Conference, "Fostering Partnership in language teaching and learning," Hong Kong SAR, China. Contact 2003 Conference Committee, Language Centre, Hong Kong University of Science and Technology, Clear Water Bay, Kowloon, Hong Kong SAR, China. Fax +852-2335-0249.

*E-mail lcconf03@ust.hk.*

*Web site <http://lc.ust.hk/~centre/conf2003/>.*

\* 26-28. (Asia and Oceania) Korea Association of Teachers of English. The 2003 KATE International Conference, "English Language Policy and Curriculum," Daejeon, South Korea. Contact Dr. Lee, Hwa-ja, Conference Chair. Tel. 82 61 750 3327.

*E-mail Lhj@sunchon.ac.kr. Web site <http://www.kate.or.kr>.*

## July 2003

\* 2-5. (Africa and the Middle East) FIPLV and SAALT. FIPLV 21st World Congress, «Identity and Creativity in Language Education,» Johannesburg, South Africa. Contact Anna Coetzee.

*E-mail aec@rau.ac.za. Web site <http://general.rau.ac.za/fipltv>.*

\* 31-August 2. (Asia and Oceania) Japan Association for Language Education and Technology (LET). 43rd National Conference, «Strategies for the Future in Foreign Language Education: Media, Cognition and Communication,» Osaka, Japan.

*E-mail PFB01373@nifty.ne.jp.*

*Web site : <http://www.LET-kansai.net/LET2003information-e.html>.*

## August 2003

\* 6-8. (Asia and Oceania) Kansai Gaidai University. Second International Conference on Speech, Writing and Context, Osaka, Japan. Contact Hiromi Murakami, Conference Secretariat, Kansai Gaidai University, 16-1 Nakamiyahigashino-cho, Osaka 537-1001, Japan.

*E-mail hiromim@kansai-gaidai.ac.jp.*

*Web site <http://www.kansai-gaidai.ac.jp/teachers/toyota/ICSWC2.htm>.*

\* 23-25. (Central and South America) URUTESOL. 2003 TESOL Southern Cone Regional Convention, «The Spirit of Languages,» Montevideo, Uruguay. Contact URUTESOL, CC16056, Montevideo, Uruguay.

*E-mail urutesol2001@yahoo.com.*